

Grade 6 Physical Education Scope and Sequence

The focus for grade 6 Physical Education is to build upon skills learned in the elementary grades. Students should be given multiple opportunities to practice and refine these skills in non-competitive and non-eliminative games. At this level, students practice combining skills in small-sided games, often with modified rules that promote moderate to vigorous physical activity rather than reduce activity levels.

Unit Theme	Unit Focus	Concepts (Based on SPARK PE Units)	Focus Standards	FitnessGram Assessment Pacing	Extensions
Introduction	This introductory unit establishes routines and procedures with students that will be followed throughout each of the subsequent units. Students will work together to establish a positive learning environment.	<ul style="list-style-type: none"> Utilize 5th grade fitness scores to address areas of weakness “First five lessons” Signals Grouping 	<ul style="list-style-type: none"> Establish routine for heart rate monitor use and management 6.2.4 Identify practices and procedures necessary for safe participation in physical activities. 		Establish portfolio
1 Cooperatives	This unit introduces students to the physical education routines and procedures that maximize space and teach students to work cooperatively, with a partner or group, in order to achieve a common goal.	<ul style="list-style-type: none"> Trust Appreciation Acceptance Respect Repsonsibility ASAP-Instant activities Establish routine for heart rate monitor use and management Self-responsibility Social interaction Group dynamics <p>* Strand 5 (ongoing)</p>	<p>6.5.2 Accept responsibility for individual improvement. (ongoing)</p> <p>6.5.3 Accept differences in physical development and personal preferences as they affect participation in physical activity. (ongoing)</p> <p>6.5.4 Organize and work cooperatively with a group to achieve the physical activity goals of the group.. (ongoing)</p>	Practice assessments – integrate each with daily lessons/warm-up	<p>ELA Theme – Growing Up?</p> <p>ELA RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue</p>

2 Fitness Concepts	This unit provides students with a basic knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Students will learn how to assess and maintain their own fitness and how to use activity logs and technology such as heart rate monitors to track and measure activity levels.	<ul style="list-style-type: none"> • Personal fitness • Fitness Assessment and “healthy fitness zones” • Target heart rate • Activity log • SPARK Fit <p>* Strand 4 (ongoing)</p>	<p>Develop an understanding of the following components of health-related fitness:</p> <p>Aerobic Capacity Muscle strength and endurance Flexibility Body Composition</p> <p>6.3.2 Develop a week-long physical fitness plan using the FITT principle that addresses each component of health related fitness. 6.3.3 Participate in continuous moderate to vigorous physical activity three to four days each week (ongoing) 6.3.4 Monitor one’s heart rate during physical activity (ongoing) 6.3.8 Meet age and gender-specific fitness standards, and identify one or more ways to improve performance in areas that do not meet minimum standards. 6.3.9 Develop individual goals for each of the components of health-related physical fitness.</p>		<p>ELA Theme – Heroes, Gods and Monsters</p> <p>ELA W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
3 Rhythmic Skills and Movement Patterns	In this unit, students will examine rhythm with movement in traditional line and folk dances, incorporating basic steps like cha-cha, shimmy, and grapevine. Students will develop their rope jumping skills to improve coordination, rhythm and fitness.	<ul style="list-style-type: none"> • Jump Rope • Dance (folk and line) 	6.1.8 Demonstrate routines set to music.	Assess Push Up and Curl Up	ELA Theme – Embracing Heritage
4 Movement Concepts	This unit focuses on development of skills, including basic positions, supports, balances, jumping and landing, rotations and rolls and partner stunts.	<ul style="list-style-type: none"> • Stunts and tumbling • Parkour (supplemental to SPARK) 	<p>6.2.3 Analyze and correct errors in movement patterns.</p> <p>6.1.2 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transfer of weight.</p>		<p>ELA Theme – Overcoming Obstacles</p> <p>ELA W.6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

<div>5</div> <div>Manipulative Skills Combination of Movement Patterns and Skills</div>	<p>These units provide activities for students to practice, develop and apply sport specific skills necessary for enjoying traditional sports as well as offensive and defensive strategies required for successful game play. However, the activities found in each of these SPARK units are modified to be more inclusive, active and enjoyable than traditional sports drills and games and employ best practices such as small-sided games.</p>	<ul style="list-style-type: none">• Ultimate Games - Football, Bowling, Frisbee• Flying disc• Hockey or Soccer• Volleyball and/or Handball• Basketball• Rackets and Paddles• Softball or Golf• Track• World Games• Archery• Fly Fishing	<p>6.1.1 Combine relationships, levels, speed, direction, and pathways in individual and group physical activities.</p> <p>6.1.3 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.</p> <p>6.1.4 Strike an object consistently using a body part, so that the object travels in the intended direction at the desired height.</p> <p>6.1.5 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm throwing patterns.</p> <p>6.1.6 Dribble and pass a ball to a partner while being guarded.</p> <p>6.1.7 Volley an object repeatedly with a partner, using the forearm pass.</p> <p>6.2.1 Explain how to increase force based on the principles of biomechanics</p> <p>6.2.3 Analyze and correct errors in movement patterns.</p> <p>6.2.5 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.</p> <p>6.2.6 Explain the role of the legs, shoulders, and forearms in the motion of passing a ball.</p> <p>6.5.3 Accept differences in physical development and personal preferences as they affect participation in physical activity.</p>	<p>Assess PACER, height and weight</p> <p>Assess Sit and Reach</p> <p>Make Up: All assessments</p> <p>Enter all scores into www.fg9.dc.gov</p>	<p>ELA Theme – Figure it Out!</p> <p>Evidence based writing, comparing and contrasting, problem solving</p> <p>ELA Theme – Dare to Dream</p>
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